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Educational Writings

I. RECENT DISCUSSIONS OF JUNIOR-HIGH-SCHOOL PROBLEMS

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In the issue of this *Journal* for May, 1917, there appeared a review of the leading articles on the junior high school up to that time. Since that date a very large body of educational writings has been published, dealing with various aspects of the junior-high-school movement. The Bureau of Education has prepared a bibliography of the articles and books since 1917 and is prepared to supply these references to anyone who is making a study of the subject. This is by all means the best list of references which has come out since the above-mentioned review.

It will not be possible to report in full all of the articles and books that have appeared in the last two years, but a general review can be presented by referring to certain typical publications. First of all, there are many articles which summarize the literature about junior high schools for teachers' meetings or for other special groups which need to be informed about the movement and in some cases need to be persuaded of the desirability of setting up a junior high school. These articles are usually prepared by someone who has organized such a school in his own system. There is usually a descriptive statement with regard to the particular school and a summary of the arguments for and against this type of school. An excellent example of such an article is that of Mr. Foster.[1] Mr. Foster summarizes the arguments for and against the junior high school and presents a description of the junior high school of Dansville, New York, which is organized on the 6-2-4 plan. He gives some statistics with regard to the retention of the teachers, as well as a description of the work done by the pupils.

This article and also one by Superintendent Hillegas[2] are of especial interest because they answer a question frequently raised with regard to the junior high school; that is, the question whether such a school is appropriate in a small school system. The answer to this question is emphatically affirmative, but the type of organization is somewhat different from that which can be advocated for a large city. In a large system the junior high school tends to separate itself from the elementary school below and the senior high school above, whereas in a small system it furnishes an excellent device for offering to children in the upper grades the advantages of association with the high school, and it offers to the grades below some encouragement for more rapid advancement into the upper grades. In short, the small school system furnishes an excellent opportunity to exhibit the principle of continuity in education. Mr. Hillegas expresses his judgment in the following emphatic terms:

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[1] J. MURRAY FOSTER, "The Junior High School in Villages," *Education*, XXXVII, (April, 1917), 495–503.

[2] MILO B. HILLEGAS, "The Organization of Junior High Schools in Small Communities," *Teachers College Record*, XIX (September, 1918), 336–44.

"Not all of the problems connected with the organization of these schools have been solved, nor have all of the difficulties of rural education been met by the junior high school; but I do feel justified in saying that this form of organization comes nearer to meeting our demands than any other form of organization."

Other articles of this same general type are referred to in the note below.[1]

A second group of articles from which a number of important examples may be chosen includes general discussions of problems of administration and curriculum-making in the junior high school and reports on what has been accomplished in various quarters.

Mr. Newlon[2] points out that the earlier high-school curriculum which required a rigid sequence of courses has been entirely displaced by an effort on the part of both faculty and pupils to find out through free election what new combinations of courses will lead to practical and desirable curricula for individual pupils. All sorts of new groups of courses have thus arisen, some of which are obviously indefensible and others of which are purely temporary because no one has yet worked out the fundamental principles on which students ought to choose their studies. With the appearance of the junior high school the necessity of a scientific principle according to which courses shall be grouped becomes all the more apparent because junior-high-school students are too immature to elect rationally groups of courses that fit their individual needs and their particular stage of intellectual maturity. Mr. Newlon calls attention to the fact that in some quarters the effort is made to work out the curriculum on the principle of distribution of courses on the one hand and concentration in special lines on the other, but, to use his own phrase, "it is very evident that there is need for a scientific curriculum policy for high schools. At present, there not only is no policy but no agreement on many propositions that are fundamental to any such policy."

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[1] R. H. ALLISON, "The Junior High," *Ohio Educational Monthly*, LXVII, (February, 1918), 54–56.

H. C. HINES, "The Present Status of the Junior High School, *Educator-Journal*, XVII, (May, 1917), 462–65.

ARTHUR J. JONES, "The Junior High School—Its Place in the Reorganization of Education," *School Review*, XXVI (February, 1918), 110–23.

M. E. LIGON, "The Junior High-School Movement," *Kentucky High School Quarterly*, III, (January, 1917), 24–27.

JOHN W. TODD, "Reorganization of the Junior High Schools in Salem," *Oregon Teachers Monthly*, XXII, (October, 1917), 70–75.

[2] JESSE H. NEWLON, "The Need of a Scientific Curriculum Policy for Junior and Senior High Schools," *Educational Administration and Supervision*, III, (May, 1917), 253–68.

Mr. Giles[1] has attempted to bring together the opinions of teachers who have had experience with the junior high school on such matters as discipline, retention in school, and the importance of separating the junior high school from the other branches of the school system. The article is made up of quotations from reports of teachers and furnishes interesting empirical evidence of the values of the changes made in the junior high school and at the same time points out the reasons why individual teachers are in favor of these changes.

Mr. Stacy[2] has attempted to set up a series of standards with regard to buildings, teachers, qualifications of pupils, and range of studies which must be fulfilled by a junior high school.

A careful statistical report of one of the schools of Grand Rapids is given by Mr. Stetson,[3] and the most extensive statistical report which has ever been prepared on schools of this type is presented by Mr. Davis.[4] Mr. Davis is secretary of the Board of Inspectors of the North Central Association of Colleges and Secondary Schools and has brought together in his paper the official data collected by this board. It is an invaluable body of material.

A third group of articles deals with special subjects within the curriculum. Some of these articles advocate the introduction of entirely new material, while others advocate reform or the enlargement of the scope of instruction in subjects already included in the upper-grade courses.

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[1] J. T. Giles, "The Effect upon the First Six Grades of the Junior-Senior High School Reorganization," *Educational Administration and Supervision*, III (May, 1917), 269–74.

[2] C. R. Stacy, "Tentative Standards for Junior High-School Administration," *American School Board Journal*, LV, (August, 1917), 19–20.

[3] Paul C. Stetson, "A Statistical Study of the Junior High School from the Point of View of Enrolment," *School Review*, XXVI, (April, 1918), 233–45.

[4] C. O. Davis, "Junior High Schools in the North Central Association Territory, 1917–18," *School Review*, XXVI, (May, 1918), 324–36.

Mr. Pendleton[1] advocates the introduction of a course in the Bible as part of the English curriculum of the junior high school. He points out the desirability of using this material because of its contribution to the common stock of social experience.

Another example of a plea for a special subject is a short article by Mr. Smith[2] in which he works over the statistics presented by Mr. Douglass in the *Fifteenth Yearbook* of the National Society in so far as these statistics indicate the extent to which geography is now included in the school programs of the upper years. The article advocates instruction in geography in the higher grades beyond the point where it is now common. It may be remarked in passing that the European schools have long recognized geography as an appropriate subject for higher education, and American schools will undoubtedly in the long run adopt the suggestion made by Mr. Smith and will include studies of this sort in the upper years of the school program.

A vigorous discussion of the reasons for adopting a course in general science in the junior high school is presented by Mr. Carpenter.[3] An outline is also given by him of the special topics which experience has shown to be appropriate for pupils of junior-high-school age. In a second article[4] by the same author a statement is given of the success of the course as carried out in Rochester.

The discussion of special vocational subjects has been carried on in a number of articles. Especially vigorous is the discussion between Mr. Herrick[5] and Mr. Cox.[6] The question under discussion is that of the introduction of typewriting and stenography into the program of the junior high school. If this work is to be introduced, it must not be brought in, as both writers recognize, in such a way as to give the immature student of the junior-high-school age the impression that he has achieved all of the training that is necessary to perfect him in stenography and typewriting. On the other hand, Mr. Cox contends vigorously that it is entirely appropriate to lay the foundations for later commercial training at the junior-high-school level, and he points out that the students of the age ordinarily found in the junior high school are by all means mature enough to begin this type of work. The controversy is doubtless connected with the partisan views which are held regarding the desirability of introducing vocational training early. There has long been a feeling of anxiety on the part of some students of education lest the junior high school should become a device for introducing vocational training at a very early period in the life of school children. Mr. Herrick's contentions express clearly this anxiety, while Mr. Cox represents the position of those who realize the necessity of bringing the school into closer contact with the practical demands of school children.

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[1] CHARLES S. PENDLETON, "Teaching the Bible in the Junior High School," *English Journal*, VII, (December, 1918), 623–36.

[2] JAMES H. SMITH, "Geography in the Junior High School," *Journal of Geography*, XVI, (January, 1918), 188–189.

[3] HARRY A. CARPENTER, "General Science in the Junior High School at Rochester, N. Y. Part I, Organization and Aims," *General Science Quarterly*, I, (November, 1916), 46–53.

[4] HARRY A. CARPENTER, "General Science in the Junior High School at Rochester, N. Y. Part II, Courses of Study," *General Science Quarterly*, II, (November, 1917), 255–66.

[5] CHEESMAN A. HERRICK, "Commercial Education in American Secondary Schools," *Educational Review*, LII, (October, 1916), 255–57.

[6] PHILIP W. L. COX, "Discussion of Mr. Cheesman A. Herrick's Criticism of the Junior High School," *Educational Administration and Supervision*, III, (January, 1917), 23–29.

In an article in the *Manual Training Magazine* Mr. Noyes[1] commends the practice of introducing into the junior high school a large amount of technical work. In his own terms: "There is a long arduous task before us to organize the junior high school so as to become an integral part of our educational system, but it is my conviction that in adopting the principle of the wide open prevocational school we are facing toward the light." The article can be interpreted by those who are in favor of a great deal of technical work as being a defense of handwork as one of the major items in the junior-high-school curriculum. As indicated in the discussion of the article by Mr. Cox, it is the belief of the present writer that handwork should be subordinated to a complete understanding of the social situation into which the worker must go. If by prevocational we mean an intelligent comprehension of society and of science, we shall be saved from some of the difficulties that may arise if the interpretation of the word "prevocational" is made too strictly technical.

In a volume dealing with the general problem of industrial education of girls and women[2] several pages are given to the definition of the junior high school. The advantages of this school are pointed out, and it is made clear that the author regards the reorganization of the school system as favorable to the introduction of more vocational work, especially for children who have not succeeded well in the type of study which is common in the ordinary academic courses.

That physical education for children in the early adolescent period should include some form of athletics is the statement defended in an article by Miss Pendleton.[3] She draws upon her experience in some of the practice schools connected with the Chicago Normal College to indicate the ways in which this work may be organized and to justify this type of organization with pupils of junior-high-school age.

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[1] William Noyes, "The Junior High School and Industrial Education," *Manual Training Magazine*, XIX, (January, 1918), 153–57.

[2] Albert H. Leake, *The Vocational Education of Girls and Women*, (Macmillan, 1918), pp. 167–70.

[3] Lillian Bruce Pendleton, "Competitive Athletics in the Junior High School," *American Physical Education Review*, XXIII, (November, 1918), 475–78.

Miss Manley[1] points out that the junior-high-school period is one in which teachers must complete the work of the elementary school in so far as it deals with the ability to read. She points out that the difficulties encountered by students in high school are due in many cases and in all subjects to the fact that they cannot read the material that is presented to them. The junior high school should devise courses in reading which will take the place of the English courses now commonly administered but will serve this definite purpose of preparing the pupils to get the meaning from the printed page.

A careful study[2] of algebra as taught in the conventional ninth-grade course with tests on the results secured by such teaching shows that this work needs radical reorganization. A text[3] was prepared on the basis of this careful scientific study and has been published by the World Book Company as a tentative revision of the course. During the current year the authors of the text have been securing from the teachers who have used it detailed criticisms of each of the sections. These criticisms will be employed in the preparation of a revised edition at the end of the academic year.

A detailed program for the junior-high-school course in mathematics together with a statement of the aims of this new course is reported by a representative committee of New England teachers and superintendents.[4]

The controversy with regard to mathematics goes on both in the sphere of the junior high school and in the sphere of the senior high school. One very interesting article which shows that combination mathematics for the upper schools is rapidly winning its way is that by David Eugene Smith[5] in the *Educational Review*. Mr. Smith has long been a staunch supporter of the most rigid and logical type of geometry. He has never lost an opportunity to criticize the combination of algebra and geometry as practiced today in an increasingly large number of American high schools. The junior high school furnishes Mr. Smith and others of his type with a convenient escape from the dilemma into which actual practice was rapidly driving them. The junior high school is to be the home of combination mathematics. Arithmetic, geometry, and algebra can be introduced in their elements and all will be well, provided this combination is served to junior-high-school students rather than to senior-high-school students. Arithmetic is retained in the lower grades of the junior high school because it will connect the mathematical studies of the later years with what the students already know. Geometry should come next and should be introduced in liberal measure. The rudiments of algebra come in the eighth and ninth grades. Even demonstrative geometry may be taken up in the ninth grade. All this is very gratifying to anyone who has noted the conservatism of the mathematicians up to this time. If the junior high school served no other purpose, it would be a valuable innovation in American education because of the reform which it has brought about in the modes of thought of the conservative mathematicians.

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[1] M. MAUDE MANLEY, "The English Problem and the Junior High School", *Education*, XXXVIII, (December, 1917), 208–14.

[2] HAROLD ORDWAY RUGG and JOHN ROSCOE CLARK, *Scientific Method in the Reconstruction of Ninth-Grade Mathematics*. (Supplementary Educational Monographs, Volume II, No. 1, April, 1918.) The University of Chicago.

[3] HAROLD ORDWAY RUGG and JOHN ROSCOE CLARK, *Fundamentals of High School Mathematics*. World Book Company, 1918.

[4] "Report of the Committee to Recommend a Suitable Program in Mathematics for the Junior High School," *Mathematics Teacher*, XI, (March, 1919), 133–40.

[5] DAVID EUGENE SMITH, "Mathematics in the Junior High School," *Educational Review*, LIII, (April, 1917), 391–96.

The fourth class of publications includes text-books. Perhaps the most important fact about the junior-high-school movement is that it has secured the recognition of the book companies. Mathematics preceded the other subjects. There are now a number of junior-high-school mathematics books. The list below[1] indicates those which are now in the field. All of these books show a marked tendency to fuse geometry and algebra with arithmetic. All of them emphasize the necessity of including practical problems from the arithmetic of the home and of the business world and technical world. In form they differ relatively little from the ordinary text-books in arithmetic. Most of the space in each of these books is given up to the presentation of problems. The problems are more commonly verbal problems than in many of the arithmetic text-books, but the text even in these newer books gives little attention to the explanation of the various topics included. There is a beginning, especially in the Wentworth-Smith-Brown text, of an explanation of the social matters that lie back of the arithmetic problems included. It seems not unlikely that the future will see more emphasis on this type of material. If teachers are going to include insurance, the text-books must give some material that will help children to understand what is meant by insurance, and so on through the list of mathematical subjects.

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[1] George Wentworth, David Eugene Smith, and Joseph Clifton Brown, *Junior High School Mathematics*. Ginn & Co., 1917.

E. H. Taylor and Fiske Allen, *Junior High School Mathematics*. Henry Holt & Co., 1919.

L. W. Vosburgh and F. W. Gentleman, *Junior High School Mathematics*. Macmillan, 1917.

John C. Stone, *Junior High School Mathematics*. Benjamin H. Sanborn & Co., 1919.

Text-books in other fields are also taking advantage of the junior-high-school movement to introduce reforms that have frequently been discussed. Mr. Scott's[1] book for Latin instruction in the junior high school lays great stress upon the relation between Latin and English. The derivation of English words and forms of expression is discussed quite as much as the Latin vocabulary and its forms. Here again the change seems to be taken up with some hesitation because the innovation suggested is a very radical one, but the way is pointed out for a new type of text-book in Latin.

A junior-high-school speller[2] is one of the novelties. This book aims to introduce the pupil to word-analysis and also to methods of selecting for careful study the most difficult words of ordinary language.

Miss Bolenius[3] has opened the way for a series of new books in English. A number of other new books have appeared recently, evidently designed to meet the demands of the upper grades of the elementary school but not bold enough to describe themselves as junior-high-school books. The characteristic fact here is that grammar has been broken up and has been treated in its practical applications rather than in a series of rules or special principles of syntax. Composition is freely introduced, and the suggestion is made that reading and the use of literature be modified so as to meet the needs of adolescent pupils.

A final body of material which should be mentioned comes from various cities which have prepared elaborate reports of their junior-high-school course for the use of their own teachers. Detroit led the way in 1917 by preparing such a statement of its curriculum. This statement was worked out in great detail for several of the subjects, especially for English. The most recent and perhaps most elaborate of these reports is the new report from Rochester[4] dated 1919. A series of separate statements were prepared on an elaborate scale by the school system of Neodesha,[5] Kansas. They work out with some modifications in the general directions indicated in the comments on text-books the various junior-high-school courses.

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[1] HARRY FLETCHER SCOTT, *First Latin Book for Junior High Schools*. Scott, Foresman & Co., 1918.

[2] RUTH M. STAUFFER, *A Junior High School Speller*. Benjamin H. Sanborn & Co., 1918.

[3] EMMA MILLER BOLENIUS, *Everyday English Composition*. American Book Co., 1917.

[4] *Provisional Course of Study for Junior High Schools, Rochester, New York*, 1919.

[5] LUCY E. HALL and BERNICE BOYLES. *Course of Study in Junior High School Mathematics*. Board of Education, Neodesha, Kansas, May, 1918.

Outline of Work in General Science for the Junior-Senior High School. Neodesha, Kansas, May, 1918.

Course of Study in Junior High School English. Board of Education, Neodesha, Kansas, May, 1918.

FLORENCE E. HALE. *Course of Study in Latin and Latin-English for the Junior-Senior High School*. Neodesha, Kansas, May, 1918.

Other programs somewhat more conservative in character but indicative of the progress of the movement may be mentioned, such as the *West Virginia State Course of Study for Junior High Schools.* In all probability there will be a succession of efforts on the part of state departments to guide this movement by presenting programs in some detail so that the junior high school will gradually come to take on in the different states more or less uniformity of organization.

II. COMMENT ON CURRENT EDUCATIONAL PUBLICATIONS

A report on the Gary method of teaching science.—Interest in the effectiveness of the Gary plan has centered largely in the carrying on of the special school studies. This is particularly true of science teaching. The several volumes of the Gary Survey which have so far appeared make clear the fact that the established subjects—reading, writing, arithmetic, spelling, geography, and history—have been carried on ineffectively. Mr. Courtis' report, which gives the objective evidence on this situation, although submitted many months ago, has not yet appeared. We have, however, in Mr. Caldwell's report,[1] a comprehensive description with a few interpretive comments on the organization of instruction in science in Gary. The descriptive features of the report include a very brief statement of (1) the amount of time devoted to science instruction in Gary; (2) a tabular presentation of the distribution of classes and time schedule in science; (3) a description of the science work in nature-study and gardening in the primary grades, botany and gardening, zoology, physics, and chemistry. In chapter v there is a very brief description of the method by which instruction in nature-study is given. This chapter stands out because it contains considerable criticism of the Gary procedure.

Two striking facts appear in the descriptive part of Mr. Caldwell's report. First, he confirms for science the statements which were made in other sections of the Gary report, that there is no supervision of instruction. Teachers organize subject-matter and carry on class work as they please, without suggestions from supervisors, or a set plan for the general organization of science work throughout the city. This calls up the second important fact; namely, that there is almost complete lack of systematization and definite organization of work aimed at securing clearly stated educational outcomes. This is characteristic of the Gary schools as shown by the entire survey. In particular instances, projects are described which give promise of leading to real training in scientific thinking. Again, however, pupils are left largely to their own devices in carrying out such projects. The possibility of framing the course of study and the instruction so as to have it eventuate in abilities of organization and logical thinking depends upon the skill of the individual instructor.

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[1] O. W. CALDWELL, *Science Teaching* (The Gary Public Schools), General Education Board, 1919. Pp. xix+125. Paper; 10 cents.

The second half of the report is devoted to a description and brief evaluation of nine "practical tests" which Mr. Caldwell devised and used in several of the Gary schools. These tests are designed to measure (1) ability to observe and discriminate objects which were placed before the pupils; (2) ability to recognize natural phenomena, to recall experiences in science study, and to make constructive statements regarding these experiences; and (3) ability to give reasons for, to interpret, or to explain changing phenomena, the changes occurring in the presence of the pupils in the form of an experiment or demonstration. Sample replies obtained from pupils are reported for each test, together with tables giving the details of the scores made by schools and classes. Interpretation of results of using these tests does not go beyond a brief comparison of the class scores made in different schools, a few sentences comparing the achievements of the elementary- and secondary-school children, and a comparison of the attainments of boys with those of girls.

A book for pupils and teachers on the school printshop.—The setting and general educational significance of a new book[1] on school printing is shown very well by excerpts from the introduction, by Professor Judd, to this volume:

"Among the manual arts there is none which is more appropriate to the elementary school than printing. The pupil is introduced in the first grade to books, and all through his school life he is what the economists call a 'consumer' of printing. He is influenced, without knowing the reasons why, by the artistic arrangement of the pages of his books and by the perfection of presswork and binding. He reads easily when the printing is well done.

"As he uses books his curiosity is sure to be aroused about the way in which they are made. This curiosity will be increased by references in his school work to the great changes which came in civilization with the invention of printing. To deprive the pupil of information about the making of books would be to cut him off from one of the most interesting lessons which the school can teach.

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[1] KATHARINE M. STILWELL, *The School Printshop.* Chicago: Rand McNally & Co., 1919. Pp. xii+226.

"Adequate knowledge about printing cannot be drawn from mere description. It follows, therefore, as an easy deduction from what has been said, that the pupil should be allowed to become in a small way a producer of printing in order that he may be an intelligent and satisfied consumer.

"There are many incidental advantages. As the pupil tries to set up an artistic form he will learn the distinction between well-arranged printing and careless work. As he studies different kinds of types he will discover the reasons for many of the variations which he has seen but has not noticed. He will also find that he needs to master the mechanics of spelling and punctuation. These lessons are worth learning, and they will be much more vividly apprehended by a producer than by a mere consumer.

"The equipment of a printshop has certain advantages over other equipments for manual work. It can be used by many pupils many times over. It puts out a product which is intrinsically useful.

"Above all, the pupils are very enthusiastic about this kind of work. They need no artificial stimulus to insure eager attention. The work is itself exacting, and its relation to all the other activities of the school prevents distraction."

The book serves two functions: first, it is a text for pupils; second, it is an important handbook for the teacher of printing in the public schools. As a manual for pupils, it gives, in very well-written form, descriptions of materials and methods used in the printshop, together with specific directions for procedure. For example, it supplies a carefully worked out description of type; discusses with excellent illustrations the procedure in learning the case, matters of spacing, composition, locking up, and the like. In the second place, it supplies a practical and very well-organized discussion of rules of English, use of punctuation, division of words, spelling, use of capital letters, italics, etc. In the third place, the author is concerned to show the possibilities of general training through the printshop. This is well illustrated by her chapter on "Art in Printing," and her discussion of "How to Make Illustrations."

The book serves its second larger function as a manual for teachers. For example, in the appendix appear discussions of the value of printing as an educational subject. Direct suggestions are given for selecting equipment and for arranging printing rooms. Recognizing that, to secure the introduction of effective instruction in special subjects, it is necessary to make systematic suggestions to teachers concerning what to teach and how to teach, Miss Stilwell gives in detail the outline of the course of study in printing in the elementary and secondary schools of the School of Education, University of Chicago. Finally, the book supplies teachers of school printing with an excellent compilation of samples of work actually done in various school printshops.

III. CURRENT PUBLICATIONS RECEIVED DURING THE PAST MONTH

A. GENERAL EDUCATIONAL METHOD, HISTORY, THEORY AND PRACTICE

CLEVELAND, FREDERICK A., and SCHAFER, JOSEPH. *Democracy in Reconstruction.* Boston: Houghton Mifflin Co., 1919. Pp. iv+491. $1.50.

Home Economics Education; Organization and Administration. Bulletin No. 28, 1919. Washington: Government Printing Office.

HUNT, JEAN LEE: *A Catalogue of Play Equipment.* Bulletin No. 8, 1918. New York: Bureau of Educational Experiments. Pp. 47. $0.35.

JERUSALEM, WILLIAM. *Problems of the Secondary Teacher.* Boston: Richard G. Badger, 1918. Pp. 253.

KOLBE, PARKE REXFORD. *The Colleges in War Time and After.* New York: D. Appleton & Co., 1919. Pp. xx+320. $2.00.

MITCHELL, DAVID. *Malnutrition and Health Education.* New York: Bureau of Educational Experiments, 1919. Pp. 26. Paper.

MITCHELL, DAVIS, and RUGER, GEORGIE J. *Psychological Tests Revised and Classified Bibliography.* New York: Bureau of Educational Experiments, 1918. Pp. 116. Paper. $0.50.

MORRISON, HENRY C. *Draft of a Plan for Needed Improvements in our School System.* Hartford, Connecticut.

National Association of School Accounting and Business Officials of Public Schools. Rochester, N. Y. Seventh Annual Meeting, 1918.

Public Education in Delaware. New York: General Education Board, 1918. Pp. xiv+109.

THWING, CHARLES F. *The College Gateway.* Boston: Pilgrim Press, 1918. Pp. 277.

The Mother's Book. New York: The University Society, 1919. Pp. xxv+524.

The Young Folks' Treasury. A Young People's Encyclopedia in twelve volumes published by the University Society, New York; edited by H. W. MABIE, E. E. HALE, and W. B. FORBUSH. (To be reviewed in the September issues of the *Elementary School Journal* and the *School Review.*)

B. BOOKS PRIMARILY FOR ELEMENTARY-GRADE TEACHERS AND PUPILS

BARNES, WALTER. *Types of Children's Literature.* A Collection of the World's Best Literature for Children. Yonkers-on-Hudson, N. Y.: World Book Co., 1919. Pp. xiii+462. $1.50.

CARROLL, LEWIS, *Alice's Adventures in Wonderland.* Edited by CLIFTON JOHNSON. New York: American Book Co., 1918. Pp. v+154.

OTIS, ARTHUR S. *The Otis Group Intelligence Scale.* Yonkers-on-Hudson, N. Y.: World Book Co., 1919.

PERKINS, LUCY FITCH. *The French Twins.* Boston: Houghton Mifflin Co., 1918. Pp. 201. $0.60.

WADE, JOSEPH H., and SYLVESTER, EMMA. *Graded Readers, Second Reader.* Boston: Ginn & Co., 1919. Pp. 190. $0.44.

WAYLAND, JOHN W. *History Stories for Primary Grades.* New York: Macmillan, 1919. Pp. ix+212. $0.60.

C. BOOKS PRIMARILY FOR HIGH-SCHOOL TEACHERS AND PUPILS

BARTHOLOMEW, WALLACE EDGAR. *Bookkeeping Exercises.* Parts I and II. New York: Gregg Publishing Co., 1919. Part I, pp. 105, $0.60. Part II, pp. 118, $0.60.

DUBRULE, NOELIA. *Le Français pour tous.* Boston: Ginn & Co., 1919. Pp. xxii+259.

FIELD, WALTER TAYLOR. *Readings from English and American Literature.* Boston: Ginn & Co., 1919. Pp. x+612.

FORD, WALTER BURTON, and AMMERMAN, CHARLES. *First Course in Algebra.* New York: Macmillan, 1919. Pp. xiii+334. $1.20.

FRANÇOIS, VICTOR E. *Merimée's Colomba.* New York: Macmillan, 1919. Pp. x+306. $0.60.

KENYON, ALFRED M., and INGOLD, LOUIS. *Elements of Plane Trigonometry with Complete Tables.* New York: Macmillan, 1919. Pp. ix+124. $1.20.

WORMAN, JAMES H., and BRANSBY, CARLOS. *Second Spanish Book.* New York: American Book Co., 1916. Pp. xii+129.

D. PUBLICATIONS OF THE UNITED STATES BUREAU OF EDUCATION AND SIMILAR MATERIAL IN PAMPHLET FORM

List of References on Educational Tests and Measurements. Library Leaflet No. 2, 1919. Bureau of Education. Pp. 18.

State Laws Relating to Education. By William R. Hood. Bulletin No. 23, 1918. Bureau of Education. Pp. 259.

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